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# C&I 457.01: Assessment and Instruction of the Exceptional Learner

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**C&I 457**  
**Assessment and Instruction of the Exceptional Learner**  
**Autumn, 2002**  
**Monday 4:10- 8:00 p.m.**

Professor: Karen L. Kelly Ph.D

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Office Hours: Monday/Wednesday 2:00-3:00pm; and by appointment

“We have spent the last 20 years trying to convince the general public that some kids are so different and so special that only special education can meet their needs.” (Brian McNulty, Colorado Dept. of Ed Special Education Director, Inclusion Conference, 1996)

**Course Purpose:**

C & I 457 Assessment and Instruction of the Exceptional Learner is a required course for all students enrolled in the special education endorsement program at the University of Montana. This course focuses on the relationship between assessment and individualized educational planning for students with exceptional educational needs. The use of an ecological approach to collect information about students' strengths and needs will be stressed. The role of teachers, parents, students and other team members in translating assessment information into innovative educational strategies will be addressed. In addition, various instructional models and strategies that have been found to be effective in teaching students with learning and behavioral challenges will be demonstrated. This course includes a 45-hour field experience requirement.

**Course Objectives:**

At the completion of this course, and the accompanying field experience, participants will be able to:

1. describe the principles and practices of the special education assessment and review process;
2. demonstrate formal and informal assessment administration techniques, including observation, interview, criterion-referenced testing, norm-referenced testing, and curriculum-based assessments;
3. discuss the implications of assessment and evaluation in relation to diverse cultural, linguistic, and ethnic backgrounds;
4. develop effective and efficient assessment plans for students referred for special education evaluations, in P-12 settings;
5. assess learning styles, developmental levels and achievement strengths and challenges of students enrolled in P-12 settings;
6. translate assessment results into individualized educational learning plans
7. design instructional programs, including measurable learning objectives for students receiving special education services;

8. describe several methods for monitoring educational progress of students receiving special education services, including strategies for collaborative data-collecting and decision-making;
9. complete written assessments and instructional program reports for use among child study and IEP staffing teams.

### **Required Materials:**

Course Text:

Pierangelo, R. & G. Giuliani (2002). Assessment in Special Education: A Practical Approach. Boston: Allyn & Bacon.

Supplemental reading as assigned; Assessment instruments available for check-out from Dr. Kelly's office (307) and the Teacher Resource Center (TRC) on the first floor of the Education building.

"Special Education Tool Kit": A large three ring binder or a plastic file box is **recommended** to organize assessment information and instructional strategies and intervention ideas.

### **Field Experience: (Pass/Fail)**

**A minimum of 15 hours of interaction with/observation of a special education teacher AND 30 hours with a student** (P-12- ideally one who has some suspected or identified special needs) over the course of the semester. An observational, reflective report of your teacher observations and a descriptive, anecdotal log of contacts with the student will be due by the final class of the semester. Parent and teacher written permission for contact, including the use of assessment instruments and videotaping, must be obtained prior to beginning student interactions. Permission forms are attached to this syllabus.

### **Course Assignments and Grading:**

#### **Terminology Quizzes: (20%)**

Four quizzes (5 pts. each) will be completed at the beginning of class on Sept. 16, 23, 30 and October 7. Each quiz will focus on text and class information presented during the previous class session.

#### **Test Administration and Reviews (20%)**

Participants will administer two standardized tests to a classmate during class time, score the results and report the information in a brief one-page summary. Test administration and discussion in class will begin Monday, Sept. 23 and continue through Monday, October 21. Class discussions will include a critical evaluation of the strengths and weaknesses of the instruments. Reports may be submitted individually, as soon as testing is completed, and both reports must be submitted by October 28.

### Midterm Examination: October 28 (30%)

A midterm examination will be used to assess the participant's understanding of terminology and concepts related to the course.

### Integrated Case Study: Written Report(15%) and Mock Staffing (15%)

The case study will be a team effort that will follow the assessment process from the initial referral to the presentation of IEP goals and objectives. The team will design a teacher referral with well-defined concerns, develop a written assessment plan, and administer at least **two standardized measures** relevant to the age and academic levels of the student. Assessment (formal and informal) information will be sorted, categorized, analyzed and translated into specific learning objectives. The format for this integrated, professional written report (Chapter 16) will be similar to information relevant to an IEP, and will include an activity matrix (presented by the instructor) and specific methods for monitoring student progress toward the identified objectives. MDT presentations of the above case study (approx. 30-45 min) will occur during the last three sessions of the course. Each participant will select an IEP team from available classmates and will conduct a "mock" staffing using information obtained during the case study. Participants will be graded on professional conduct, use of assessment terminology, collaborative efforts and knowledge of the special education staffing process.

#### Grading:

A= 90-100%  
B= 80-89%  
C= 70-79%  
D= below 69%

### **"Dynamic" (Subject to change) Schedule of Class Meetings**

		<b><u>For next class:</u></b>
<b>Sept. 9</b> 2&13	Introductions/Syllabus	Read Chpt.1,
	KWL Discussions	<b>Observation</b>
	Best Practices in Assessment	
	SPED Evaluation Skills (5)	
<b>Sept. 16</b>	Laws and Issues Related to Assessment	Read Chpt. 3, 4& 5
	Bias in Assessment	<b>Observation</b>
	Early Childhood Assessment "Keith"	
	"Who are the kids being born today?"	
	<b>QUIZ # 1 (chapter 1)</b>	
<b>Sept. 23</b>	Assessment and Basic Analysis Concepts	Read Chpt. 6, & 7
	Standardized Tests: Measurement Packet	
	Begin Test reviews in class	
	<b>Observation Activity DUE</b>	
	<b>QUIZ # 2 (chapter 2)</b>	

<b>Sept. 30</b>	Staffing Process Large Scale Assessment Grading/Testing Accommodations Continue Test Reviews <b>QUIZ # 3(chapter 3 &amp; 4)</b>	Read Chpt. 8, 9 & 10
<b>Oct. 7 &amp; 12</b>	Educational Decision-Making  Writing IEP Objectives “What About Mathew?”CD-rom Continue Test Reviews Professional Report Writing Individual Achievement Tests <b>QUIZ #4 (chapter 6 &amp; 7)</b>	Read Chpt.11
<b>Oct. 14</b>	Cognitive Assessment Adaptive Behavior Assessment Test Reviews	Read Chapter 14&15
<b>Oct. 21</b>	Bilingual Assessment Review for Midterm Test Reviews (final)	<b>STUDY!!!</b>
<b>Oct. 28</b>	<b>Midterm Examination (Chapter 1-15) ALL Test Reviews Due (or sooner)</b>	<b>RELAX!!! Chpt. 16, 17, 18, 19</b>
<b>Nov. 4</b>	Staff “Peter” Activity Matrices	
<b>November 11-NO CLASS-Veteran’s Day</b>		
<b>Nov. 18</b>	<b>Testing by teams: case study prep</b> Differentiated Instruction based on assessment	
<b>Nov. 25</b>	<b>Testing by teams: case study prep</b> Curriculum modifications/adaptations/accommodations	
<b>Dec. 2,9,16</b>	<b>Videotaped Team Case Presentations (Mock IEPS) Final Self-critique/evaluation</b>	